DOCUMENT RESUME

ED 184 263 EC 123 329

AUTHOR Churton, Michael W., Ed.
TITLE USM Motor Development Inservice Training Project: 1976-1979. Final Report.
INSTITUTION University of Southern Mississippi, Hattiesburg.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
PUB DATE 79
GRANT G007602947
NOTE 92p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Disabilities: Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Learning Modules; *Motor Development; Movement Education; *Professional Training; *Program Development; Program Evaluation; Skill Development; State Programs; Student Educational Objectives

ABSTRACT

The manual presents results and findings of a statewide motor development inservice training project for teachers of exceptional children and provides training modules from the project. Section 1 gives an overview of the structure, philosophy, and procedures of the project. The evaluation plan of the program is described, and the development of model centers and a resource center are reviewed. The components of the inservice training project and the strategies, such as lesson plans and provision for reimbursement and release time, are identified. Section 2 contains outline modules on administrative awareness, participant orientation, motor fitness, perceptual motor skills, fundamental movement patterns, culminating games and activities, and evaluation/program development. An overview, goal, and objectives are listed for each module as well as particulars such as duration of sessions, use of consultants, and the module format. A list of 107 books and other media resources is appended. (PHR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED184263

FINAL REPORT

USM MOTOR DEVELOPMENT INSERVICE TRAINING PROJECT

1976-1979

PROJECT DIRECTOR: MICHAEL W. CHURTON

PROJECT OFFICER: BETTY BAKER

GRANT NUMBER: G007602947

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

HATTIESBURG, MISSISSIPPI

EC 123329

...N TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael W Churton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

	Page
PREFACE	ii
ACKNOWLEDGEMENTS	iii
INTRODUCTION	1
SECTION I	
INTRODUCTION	3
DEM - PLANNING AND DEVELOPMENT (1.0)	6
MODEL CENTERS	11
RESOURCE CENTER	14
INSERVICE TRAINING	17
SECTION II	
INTRODUCTION	25
ADMINISTRATORS	26
ORIENTATION	30
MOTOR FITNESS	34
PERCEPTUAL-MOTOR	38
FUNDAMENTAL MOVEMENT PATTERNS	42
GAMES AND ACTIVITIES	46
EVALUATION AND PROGRAM DEVELOPMENT	51
APPENDIX	54

PREFACE

The manual contained within is the final report of the USM Motor Development Inservice Training Project from June 1, 1976, through May 31, 1979. The project was designed to provide a comprehensive inservice training program throughout the State of Mississippi. Project participants included parents, administrators, paraprofessionals, and teachers (regular, physical education, and special education).

The needs of the State of Mississippi are complex in terms of finances, administration, quality education, and policy interpretation. The project has tried to become involved in the issues that directly affect the free and appropriate education of both the handicapped child and the non-handicapped child. Mississippi is still at the need level of basic and comprehensive programming and instruction. Innovations can only succeed if there is something to innovate from.

The manual should give the reader an idea of some of the problems that face the State of Mississippi. They are problems that other states face as well. The position of the project has been to advocate an appropriate physical education program for all children not only because of the educational need for physical education, but also because it is every child's right to be physically educated.

M.W.C.

ACKNOWLEDGEMENTS

The USM Motor Development Inservice Training Project was supported in part by the University of Southern Mississippi and the Department of Health, Education, and Welfare, Department of Personnel Preparation, Bureau of Education for the Handicapped (GR #G007602947). The Project completed its third year of inservice training on May 31, 1979. I would like to extend my sincere appreciation to the Project Officers, Dr. Thomas Behrens (1976-78), and especially to Ms. Betty Baker (1978-present) whose advice and support helped to continue and maintain the Project.

Also, I would like to acknowledge several individuals at the University of Southern Mississippi to include Dr. Aubrey Lucas, President; Dr. Charles Moorman, Vice President of Academic Affairs; Dr. Shelby Thames, Vice President of Administration and Regional Campuses; and Dr. William Brundage, Director of the Office of Research and Sponsored Programs. Their continued support and understanding was and continues to be very much appreciated.

The School of Health, Physical Education, and Recreation at the University of Southern Mississippi has been instrumental in its support for the Project. Dean Walter Cooper, co-author of the original project, and Dr. Bill Larson, Chairman of the Department of Physical Education, provided concerned leadership and advice which cannot begin to be measured but is thoroughly appreciated.

To the Project Staff over the three years and to the guest speakers and consultants, especially Dr. Craig Buschner whose enthusiasm and professionalism are contagious, a special and indebted note of

acknowledgement. A special recognition must be given to Mrs. Barbara Larson whose skills not only as secretary but also as an assistant provided an assurance throughout the 36 months.

To all our demonstration centers, especially Jones Elementary School's Special Education Classes. There is something alive and vibrant among the teachers, students, and aides at Jones that would be selfish if not shared throughout the State and country.

The two hundred plus participants whose continued effort not only during training but in the times that followed are to be applauded for their concern and interest in motor development for the handicapped child.

And, above all, the children. Where would any one of us be without the love, friendship, and understanding that they show and demonstrate to us--their teachers--every day of their lives. The very least we can do is to help them to "get along as best as they can in a world filled with sorrow and woe." To all children, this manual is dedicated.

INTRODUCTION

The USM Motor Development Inservice Training Project was originally developed to conduct comprehensive inservice training throughout the State of Mississippi. This goal was realized through the implementation of strategies that facilitated the development of appropriate inservice training programs and also through the identification and modification of established motor development programs into a curriculum specific to the needs of rural and semi-urban schools of Mississippi. The training cycle was conducted for a nine-month period consistant with the public schools' academic school year. The training cycle consisted of six to seven training sessions that were scheduled thirty to forty days apart for the entire school year. Appropriate modifications were made for each training cycle to meet each training group's educational, environmental, and administrative needs.

The purpose of this manual is twofold. First, it is intended to serve as a means of disseminating the program results and findings of the project. Second, it is intended to offer a package that could be used as a reference or resource for other inservice training projects concerned with motor development. It must be noted that the format, methods, and materials used by the project were designed and developed to meet the needs of teachers, parents, administrators, and paraprofessionals in the State of Mississippi. However, it is felt that with specific adaptation and/or modifications, the manual may be functional to serve the needs of other areas, especially in the Southeast.

Projections for continuation has focused upon a comprehensive -ecological model for the treatment of motor dysfunction in exceptional children. Personnel preparation will center upon four separate populations that have either a direct or indirect effect upon the motor development of the exceptional child. The populations to be considered include: teachers (special, regular, physical), parents, paraprofessionals (aides and volunteers), and administrators. Through comprehensive and qualitative inservice and preservice training of these populations, it is felt that an impact can be made on the motor development of the exceptional child.

This manual consists of two sections. Section One is concerned with reviewing the project in terms of components and sub-components. Section Two is concerned with presenting the modules of the training cycles that were used for each session.

SECTION I

INTRODUCTION

Section I of this manual is concerned with presenting a comprehensive and detailed overview of the inservice training program that has been in operation at the University of Southern Mississippi and servicing the Southern Region of the State of Mississippi since June 1976. The scope of the project was originally funded to enroll special education teachers in motor development inservice training programs upon completion of which would facilitate the motor functioning and development of their students. Secondary physical educators (certified) were not enrolled in the program until the 1977-78 training cycle. The third year of the project (1978-79) enrolled special education teachers (90%), physical education teachers (6%), and regular education teachers (4%) for inservice training. Although the scope of the project was never changed, modifications as to total number of participants were made due to Federal funding levels.

The project design was developed in conjunction with the evaluation developmental process conducted by the University of Virginia Evaluation Research Center which utilized the Discrepancy Evaluation Model. As a direct result of the Discrepancy Evaluation Model, five components were identified that included planning and development (1.0); Model Centers (2.0); inservice training (3.0); Resource Center (4.0); and follow-up services (5.0).

Component (1.0) Planning and Development, was originally developed with a one year pre-planning grant (G007602947). Through the pre-planning funds the model for the inservice training program

was planned and developed. Several sub-components were identified and/or developed which facilitated the implementation of the component. Because of the extreme relationship that exists between the Discrepancy Evaluation Model and the planning and development stage of the project and thereby the entire project itself, a thorough presentation of components will be included.

Inservice training, the major thrust of the project, consisted of three basic inservice training subcomponents. The subcomponents included strategies (methods for facilitating inservice training), curriculum (programs that would enhance motor functioning in exceptional children), and participants (individuals who have some direct or indirect influence over the motor functioning of exceptional children).

Because of the geographic location of the University of Southern Mississippi, a resource center and several model centers were developed so as to facilitate the inservice training modules presented at each training session. Model centers were identified and developed for the purpose of demonstrating programs to project participants and involving participants in actual motor development programs. A resource center was developed to serve, in a central location, as a source for up-to-date information concerning physical education for the handicapped including films, text books, research, etc., which was made available to the participants for checkout purposes.

Follow-up services, an inservice training strategy, was projected and has subsequently been identified as the key to qualitative and comprehensive inservice training as substantiated by the evaluation results. Follow-up services serve as the "bridge" between the training sessions and the reality of the public school environment.

Section I, therefore, is concerned with overviewing the structure, philosophy, and procedures of the project. It must be underscored that the Southeast, especially Mississippi, offers a unique and challenging educational experience in terms of personnel preparation and handicapped education.

DEM - PLANNING AND DEVELOPMENT (1.0)

The evaluation plan of a program is usually relegated to a position of priority somewhat lower than the design of the program itself. That is, the evaluation component is usually cited as the third triad of a program that consists of program development, program implementation, and program evaluation. The USM Motor Development Inservice Training Project has contended that if one constructs a comprehensive evaluation plan, one has also constructed a comprehensive program design. That is, one is inherently dependent or directly related to the other. Subsequently, the project has also contended that the comprehensive evaluation plan developed through a systematic approach is the first step in developing a quality and comprehensive program design of inservice training. One must, therefore, thoroughly comprehend the meaning and purpose of evaluation and its role in program development. The selection of a systematic comprehensive evaluation model is dependent upon the needs of the region and community that the program will serve.

The USM Motor Development Inservice Training Project incorporated the Provst Method as its approach in developing a systematic and comprehensive evaluation model. The project staff attended the Evaluation Research Center (University of Virginia) Regional Training Workshops. The Discrepancy Evaluation Model (DEM) defines the intent of evaluation as the comparisons of what is (a performance - P), to what should be (a standard - S). The particular standard is represented by the project design. The design is a detailed description of the intended resources, activities, and outcomes of the program. The evaluation plan represents a systematic procedure through which specific performance information

will be collected which may then be compared to the design of the project to determine to what extent discrepancies may exist. Thus, the total evaluation effort can be understood by referring to the project's design and the accompanying evaluation plan (See Evaluation & Program Development).

The USM Motor Development Inservice Training Project's design is represented by a graphic network directing the functional interdependencies of program activities. The graphic network is accompanied by an "Input-Process-Output" (IPO) description for each function in the network. A program design is described (IPO and Network Form) at several levels of detail. The Level I Network Design defines the program's relationships to its environment. The Level II Design analyzes a program into major components while the Level III Design subdivides each component into its various subcomponents.

The project's evaluation system was planned based upon the development and synthesis of the program design, and is intended to meet internal program information demands and external accountability needs. The project's evaluation plan consists of two major parts:

Part I

An evaluation design contains the following pieces of information:

1.0 Evaluation Concerns: Area of the program where the evaluation is to be applied.

2.0 Evaluation Questions: More specific questions which further define each concern.

2.1 Design referrant: A number indicating where in the program design this information might be found or applied.

2.2 Information Need: A statement of rationale for the

evaluation questions or concerns.

2.3 Source of Information: Location from where or from whom evaluation information can be extracted.

2.4 Date information needed: The date the evaluation information will be needed.

Part II

The project's evaluation workplan indicates the method by which instrumentation will be applied to collect data from which to "answer" the evaluation concerns or questions. It describes the logistical plan for carrying out the evaluation designs.

Figure 1 outlines the project's relationship to its environment and also delineates the various components and subcomponents to be developed. The program design consists of five components that include:

1.0 Planning and Development

2.0 Resource Center

3.0 Inservice Training

4.0 Follow-up Services

5.0 Model Centers

These components represent the key factors in the USM Motor Development Inservice Training Project for comprehensive inservice programming. Each component will be discussed separately in the subsequent parts of Section I. Components 2.0 through 5.0 were directly dependent upon the qualitative completion of component 1.0 Planning and Development.

In June of 1975, a one year planning grant was awarded to the School of Health, Physical Education, and Recreation for the purpose of developing a comprehensive [illegible]ice training model that would result in the improvement of motor fu[illegible]ning in exceptional children, the development of teacher competencies, and the implementation of quality programs

For Further Information Contact:
School of HPER
Box 5142 Southern Station
Hattiesburg, MS 39401

USM PROJECT: LEVEL I NETWORK

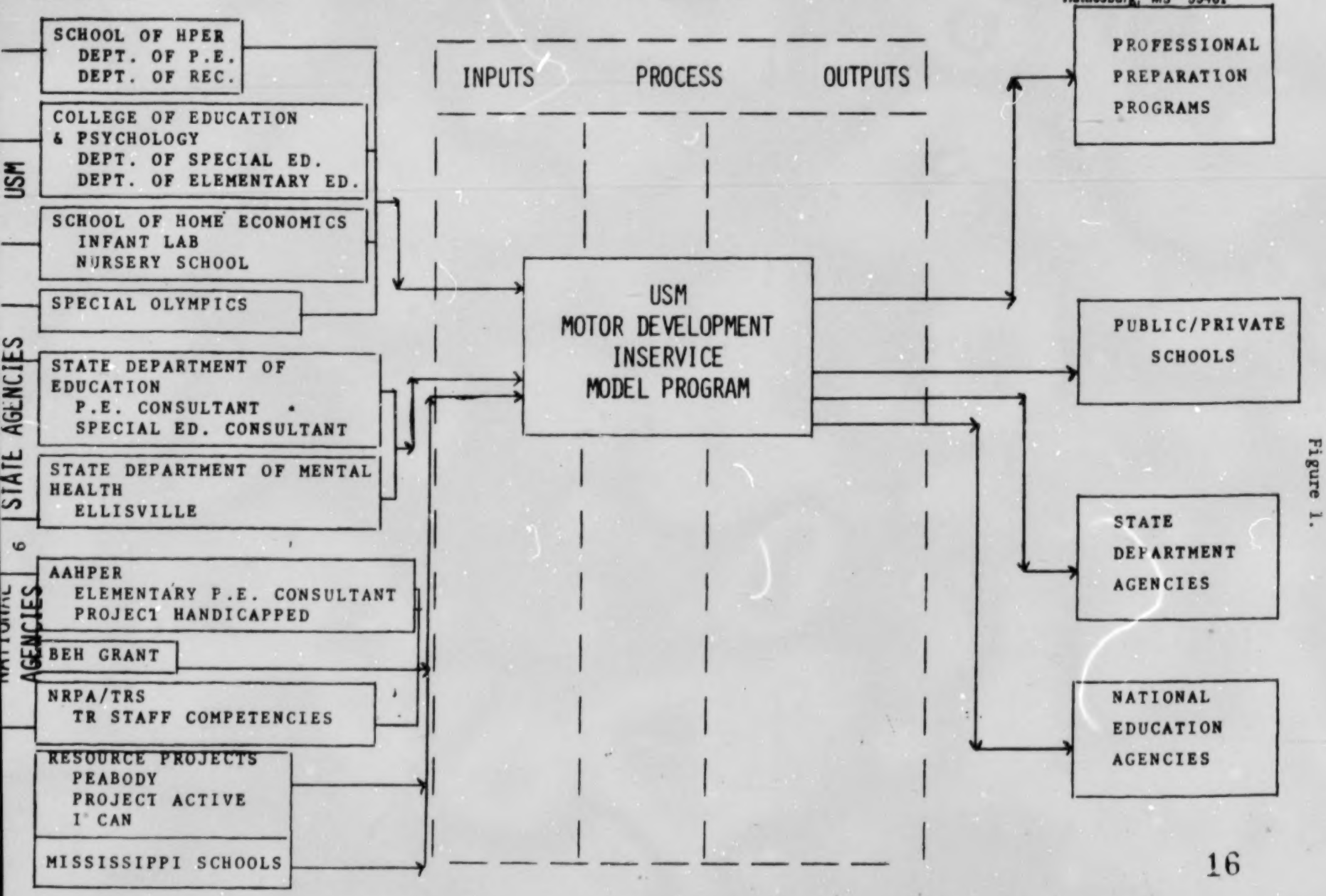


Figure 1.

in local educational programs. The planning grant was to have established model centers and the resource center, conduct ten inservice training programs, and identify local and regional personnel in need of further assistance in programming and assessment. The planning grant established the basis by which a comprehensive and quality inservice training program could develop and, thereby, begin to meet the cognitive, affective, and psycho-motor needs of the handicapped in the State of Mississippi.

MODEL CENTERS

The development or identification of model or demonstration centers was a requisite for the implementation of a comprehensive inservice training program. The function of model centers was to have available to project participants a resource that could be utilized to demonstrate methods and to involve participants in "real-world" motor development programs.

Model centers were first established during the pre-planning phase of the project. The centers were further developed and numbers increased in subsequent years of the project. Originally, four model centers were identified and/or developed. These centers were located within minimal driving distance of Hattiesburg. Original centers were identified based upon criteria that indicated certain and essential components. Criteria for the identification of model centers included:

1.0 Daily motor development programs.

2.0 Qualified personnel.

3.0 Approved curriculum.

4.0 Identified motor assessment.

5.0 Motor development component on I.E.P.

The original model centers identified and/or developed during FY 1975-76 and subsequent years included:

Center: Jones Elementary School

Principal: Mr. Mance Langham

Area of Concentration: Mental Retardation

Preschool: Ms. Lou Bonner

Trainable Mentally Retarded:

Level I - Ms. Mary Hawkins

Level II - Ms. Sandra Fairley and Rebecca Wilson

Level III - Ms. Abbie Rogers

Transitional: Ms. Jeanie Preston and Marcia Rawls

Center: Woodley Elementary School

Principal: Ms. Elizabeth Meyers

Area of Concentration: Learning Disabilities

Grades 1 & 2: Ms. Edith Fletcher

Grades 3 & 4: Ms. Phyllis Downey

Grades 5 & 6: Ms. Debbie Harrell

Center: Ellisville State School

Director: Dr. Paul Cotton

Area of Concentration: Mental Retardation & Physically Handicapped

The project also realized the need for cooperative programs located throughout the service area of the project. Cooperative programs referred to those programs which have the potential of becoming a model or demonstration center. Also, a cooperative center would allow the project staff to conduct inservice for the school system or use the center as the site for inservice training. Cooperative systems have been developed throughout the Southern Region of Mississippi. Some of the Cooperative Centers include:

1.0 McComb Elementary School

2.0 Mendenhall Primary School

3.0 Magee Junior High School

4.0 Pass Christian City Schools

5.0 Leakesville Attendance Center

6.0 Meridian Public Schools

The model centers and cooperative programs have been utilized as a direct teacher-student learning experience in motor development for exceptional children. The centers have also been used as a means of implementing new programs so as to field test their quality prior to inservice utilization. It has also been demonstrated that participants enjoy interacting with past participants of the project. Further, the model and cooperative programs have been extremely beneficial for small and large group activities and specific functions such as assessments and observations.

RESOURCE CENTER

The planning and development stage of the project identified an inservice training strategy that consisted of a center, centrally located (mobile, if possible) containing up-to-date information, references, and other resources concerned with the psychomotor education of exceptional children. The center, as originally viewed, would not only facilitate the development and implementation of motor development programs for project participants, but the center would also serve as an excellent resource for community and University needs. The Resource Center is housed in the School of Health, Physical Education, and Recreation's Learning Lab. The School's Learning Lab coordinator was in charge of the Center's operation. Resource individuals from the Department of Special Education were also involved with the operation of the Center and facilitated the exchange of materials. Two graduate assistants from the School of Health, Physical Education and Recreation maintained the day-by-day checkout procedures developed by the project staff.

The Resource Center has maintained a current, up-to-date library of contemporary resources concerned with psychomotor education of the exceptional child. The information contained in the Resource Center was designed to meet the individual needs of the participants who, on the whole, had little training or experience with teaching in the psychomotor domain. The operational guidelines of the Center were developed by the project staff based upon the background of the clientele that would use the Center. The following operational procedures were established:

Cataloguing System

A basic topical classification system was employed so as to make the identification of relevant information or sources of relevant information readily accessible to the non-professional. This system was found to be quite efficient; however, the depth of information in certain areas was not as quantifiable as in other areas.

The following catagories were designated and assigned a color so as to facilitate reshelving procedures:

(1) General Adapted Physical Education (Yellow)

(2) General Elementary Physical Education (Purple)

(3) Testing, Evaluation, Research (Red)

(4) Pre-School (Beige)

(5) Equipment (Brown)

(6) Perceptual-Motor Development (Blue)

(7) Movement Education (Green)

(8) Mainstreaming and PL 94-142 (Orange)

(9) Activities for Multi-Handicapping Conditions (White)

Each catagory consisted of information that included textbooks, films, filmstrips, journal articles, commercial programs. Each item of information included in the category was abstracted and placed in a file and made available to all patrons of the Resource Center. The abstracts were placed in folders under the respective category area.

Checkout Procedures

The checkout procedures for resource materials followed the same time schedule as the School of Health, Physical Education, and Recreation Learning Lab. Hours of operation include:

Monday-Friday: (8 A.M. - 12 P.M.) (1 P.M. - 8 P.M.)
Saturday: Appointment Only

Project participants were encouraged to use the Resource Center as frequently as they needed. During the Orientation Session at the beginning of each training year, participants were given an up-to-date reference guide of information available from the Resource Center. Participants were then allowed to either use the Center during hours of operation, arrange an appointment, or checkout materials by mail. The priority utilization of the Center includes:

First Priority: Project Participants. Participants were allowed to checkout materials for a two week period. This period of time was extended upon prior arrangement.

Second Priority: University and Community. Materials could be checked out for a maximum of 5 days; however, individuals were encouraged to use the materials in the Center.

Materials were refrained from being checked out one week prior to any project training session. Also, materials that had been checked out were required to be returned prior to the training session.

Resources

Although the Center tried to maintain an up-to-date and contemporary listing of information, funds for the Resource Center were depleted by the beginning of the 1977-78 training year. However, an attempt was made to maintain current journal articles by having departments reproduce recent articles read by them or their students. This proved to be quite successful. The Resource Center has been established and will be maintained for the benefit and use of individuals concerned with the motor development of exceptional children.

A current listing of resources contained in the Center may be found in the Appendices.

INSERVICE TRAINING

Inservice training was defined by the project as "training other than that received by an individual in a full-time program which leads to a degree" (FR 8/23/77).

The inservice training component of the project was developed based upon the inservice training needs of the State, namely the Southern Region of the State. This region encompassed an approximately 150 mile radius from the center of Hattiesburg, which served as the central location for training sessions. It was determined by extensive need assessments that a vast discrepancy existed in the State in terms of the total number of handicapped students receiving an appropriate physical education program and the total number of qualified personnel to conduct appropriate programs. In terms of physical education certification requirements and availability of potential inservice training resources, the State of Mississippi has not established priorities nor policies for comprehensive personnel preparation and/or inservice training.

At the elementary level, specialists are not required to conduct the physical education programming. This responsibility is relegated to the classroom teacher which usually results in a free play or "recess" period.

At the secondary level, specialists are required in the schools. However, there has been no certification requirements implemented that ensure that the secondary physical education specialist is qualified to teach the handicapped. That is, it has been the policy of the State of

Mississippi to certify physical education majors competent to teach the handicapped if they are in possession of a Health, Physical Education and Recreation Secondary Certification. Also, as in other states, physical education majors are usually hired based upon coaching expertise. This not only weakens the worth of the degree, but it also belittles the teaching profession.

It was therefore the decision of the project to focus the inservice training population upon the special education teacher. It was felt that since the special education teacher had the educational expertise relative to the cognitive and affective functioning of the exceptional child, the special education teacher was, therefore, the most professionally and economically feasible individual to inservice train.

The special education teacher has been professionally trained and identified as the individual responsible for the cognitive and affective growth of the handicapped. The psychomotor domain encompasses skills not only within the confines of its own domain, but also draws upon experiences and competencies from the cognitive and affective domains, as well. It seemed practical, therefore, in light of current economics and basic competencies to be developed, for special education teachers to be the focus for the inservice training program.

Over the course of three years, the inservice training population was expanded so as to include regular education teachers and, to a certain extent, physical education teachers. From June 1, 1976, until May 31, 1979, the USM Motor Development Inservice Training Project enrolled approximately 210 teachers, administrators, and aides in systematic and sequential motor development programming through inservice training.

The educational approach utilized by the project consisted of a series of workshops, scheduled throughout the course of the school year. Through program participation, experimentation, observation, and documentation, participants developed competencies in the mechanics, observation and meaning of motor development programming. A Motor Development Resource Center was made available to provide all essential resources needed to supplement workshop lectures, activities, and demonstrations. Teachers demonstrating the competencies identified in the workshop modules and initiating appropriate programs in their schools were given academic credit from the Department of Physical Education or Special Education Department consistent with University academic policies.

The method of course content presentation of the generic term "motor development" was viewed as sequential in nature and identified four distinct components. Harrow's Taxonomy (1973) of the Psychomotor Domain was used as a model for normal psychomotor sequential development. However, the taxonomy applicability to the handicapped population in Mississippi had to be modified. The sequential presentation of the four motor development components included motor fitness, perceptual-motor, fundamental movement patterns, and culminating games and activities. The content resume' of each component is listed below:

Motor Fitness: Motor Fitness or Motor Proficiency was viewed as the foundational motor basis for learning additional and more complex motor skills. To instruct children, especially handicapped children, in skills that have not been qualitatively and sequentially learned will result in incomplete and inefficient motor skills. By minimizing as many conflicting variables as possible, the opportunity for the handicapped child to learn and to develop motor skills is greatly enhanced. Therefore, motor fitness or motor proficiency was viewed as the foundation for

future learning in the psychomotor domain. The term fitness and proficiency are differentiated by the degree of the handicap involved. It was felt that for the SMR and PMR individual, proficiency in motor skills was more applicable. That is not to say fitness is unimportant to this population; it is to say that proficiency-based programs provide a minimal degree of motor fitness.

Perceptual-Motor Development: The second component of motor development was concerned with the development of competencies in perceptual-motor programming. A multi-dimensional approach was undertaken to develop the competencies. A program that incorporated the views of Kephart, Piaget, Barsch, Frostig, Getman, and Cratty was presented. Activity sessions were integrated with theoretical presentations. Perceptual-motor activities, model perceptual-motor programs, and teacher kits were discussed and distributed to the project participants to facilitate program implementation.

Fundamental Movement Patterns: The third sequential step in motor development was concerned with movement patterns. Fundamental movement patterns include locomotor, non-locomotor, receipt, propulsion, and manipulation skills. A non-handicapped child, through play and exploration, learns many movement patterns without specific instruction or guidance. A handicapped child is restricted in his ability to explore and discover and, therefore, fails to self-develop necessary movement patterns. By teaching fundamental movement patterns through formal and informal play activities, it has been determined that a fundamental movement deficiency in a handicapped child's motor repertoire can be facilitated and enhanced.

Culminating Games and Activities: The qualitative completion of underlying skills (motor fitness, perceptual-motor, movement patterns) will enable a child to participate in either a free or an adapted form of

a game or activity. Although a variety of different games and activities exists, the project focused attention upon areas which culminated previously discussed theories and activities. These areas included dance and rhythms, low organizational games, parachute activities, basic tumbling, swimming, and lead-up games.

Inherent in the purpose of the project was the task of developing, utilizing, and/or identifying those inservice training strategies that would most effectively relate theoretical and practical implications of the psychomotor domain to individuals practicing in the field. The project has identified ten inservice training strategies that it contends would efficiently and effectively communicate the various components of motor development to a population of teachers whose primary concern is with handicapped education. These strategies, some traditional, some non-traditional, include:

Minimum Lecture/Maximum Activity: The project presented motor development from an activity-oriented approach rather than from a theory or lecture-oriented direction. Although a certain amount of theoretical presentation was required to communicate basic knowledges, the time spent in this activity was kept to a minimal. Some of the theoretical positions were presented in an activity-oriented manner. This not only facilitated the comprehension of ideas and concepts presented, but also maintained a high level of motivation and participant involvement and continuation. This in turn keeps the participant directly involved in the communication process.

Lesson Plans: The utilization of lesson plans has been quite traditional in education. The project capitalized on the teaching tool by having the participants plan their lessons and to observe and record motor behavior on the plan. The lesson plan format was designed so as to allow

for the inclusion of activities to be presented and a subsequent section that allowed the participant the opportunity to record the behavior that was elicited from the implementation of the activity. A comment section was also included to note participants' attitudes and feelings toward each activity presented. An overview of the entire lesson was also required which was in effect short term objectives. The completed lesson plans were considered an invaluable resource for the participants. The plans contained the activities that each child performed, the results from the performance of that activity, participant projections as to the results that were observed, and a short term objective for each activity.

Graduate/Undergraduate Credit: The University of Southern Mississippi afforded the project participants the opportunity to enroll for either graduate or undergraduate credit in either Special Education or Physical Education. Requirements for 3 credit hours included certain project requirements plus 40 contact hours. With follow-up services, each participant received approximately 58 contact hours. The Mississippi State Department of Education has accepted the project's inservice training program as courses that could be applied towards certification or recertification requirements. Tuition for credit is the responsibility of the participant. Continuing Education Units are awarded to all qualifying participants that do not opt for college credit.

Release Time: Release time is the agreement made between the project and the participating school system. The written agreement allows the participant the released time to attend all scheduled training sessions and also the time to implement a motor development program in their classes following each training session.

Reimbursement: The project reimbursed each participant for the round trip mileage expense accrued from home to the training session center. The project also reimbursed the participant subsistence for one meal per training session. Although individual mileage was reimbursed, the project emphatically suggested that participants carpool to each training session.

Teacher Kits: Teacher kits were designed to meet immediate and specific needs of each participant. The teacher kits supplemented components presented, provided additional resources, and facilitated planning and organization. Kits included books, materials, reproductions, basic equipment, and other printed materials.

Resource Center: The Resource Center provided an excellent source for contemporary literature, supplemental programs, films, research, and a variety of information concerned with games and activities. The Resource Center was designed to be used by project participants to facilitate program implementation, planning, construction, and organization. Further discussion concerning the Resource Center will be presented in a subsequent part of Section One.

Consultants: The project utilized the expertise of local, state, regional, and national consultants. Participants were encouraged to bring administrators and parents when consultants were presenting. Consultants were utilized when the staff felt that particular aspects of the motor development inservice training program could be enhanced with either local or national consultants.

Newsletter: As a semi-annual supplement of the project, The Newsletter served a two-fold purpose. First, The Newsletter disseminated information concerning the project on a state, regional, and national level. Second, The Newsletter was also a means of maintaining communica-

tion with past participants of the project.

Follow-up Services: Follow-up services are considered the key for ensuring implementation of motor development programs. Follow-up services provided individual and personal instruction, advisement, and planning to all participants following each training session. Follow-up services are also discussed in another part of Section One.

SECTION II

INTRODUCTION

Section II of the manual is concerned with the inclusion of a performance-based approach to the inservice training of personnel that have some direct or indirect effect upon the motor development of exceptional children. The modules contained within this Section have been developed over the course of three academic years. The goals, objectives, and module format were developed based upon the training needs of the participants that the project enrolled. Modifications were also made contingent upon the results of the on-going follow-up services. Although the modules are based upon the educational, economic, and geographic levels of the Southern Mississippi area, it is projected that other areas, especially in the Southeast Region of the United States, may benefit from the utilization of an adapted version of each training module.

The modules contained within are in outline form. The modules' training sessions include administrative awareness, participant orientation, motor fitness, perceptual-motor, fundamental movement patterns, culminating games and activities, and evaluation/program development. The final inclusion in Section II is the graphic presentation of the evaluation results of the inservice training.

Editor's Note: The complete set of training modules are available from the University of Southern Mississippi on a cost basis. Requests should be made to: Inservice Training Modules
Box 8442, Southern Station
Hattiesburg, MS 39401

ADMINISTRATORS

Overview

The training cycle for each fiscal year is initiated with a concentrated four hour training session for administrators which included superintendents, principals, and special education coordinators. The purpose of the inservice training of administrators was not only to make administrators aware of the requirement and need for physical education for the handicapped, but it was also intended to initiate the process of enrolling participants for the training cycle. The need for administrative inservice was not a mere projection by the project staff, but was consistently and emphatically substantiated as evidenced by the evaluation results.

The Awareness Session for administrators underscored the importance of having key decision makers aware of the need of handicapped students for appropriate physical education programs. Also, it provided an avenue by which administrators were presented the rationale for the priority physical education has received in PL 94-142. It was felt that since administrators determine the success of any school-related program, then a process was needed to inform the administrators of the need and right of every handicapped child to be afforded an appropriate physical education program.

The training session for administrators also allowed the project staff the opportunity to initiate the task of enrolling prospective participants in the project for the respective training cycle. Administrators were asked prior to their attendance to secure the names of those individuals who may have wanted to participate in the project. Administrators were also required to sign a release form committing

participants to the project for the required time. However, at times, some of the administrators did not have the authority to offer names or sign release forms. In that event, a 30-day period was set for potential inservice training participants and signed release forms to be submitted.

Goal

The purpose of the administrator's inservice training session was to make administrators aware of the need for and relevance of physical education for the handicapped and also to initiate the enrollment of prospective inservice training participants.

Objectives

At the completion of this module:

1.0 The administrator will be aware of PL 94-142 and the implications of physical education for the handicapped.

2.0 The administrators will be aware of the scope and various aspects of the inservice training program.

3.0 The administrator will be aware of his/her responsibilities for enrolling participants in the project.

4.0 The administrator will be aware of the teacher's responsibility in the project.

Administrator's Inservice Training Module

Implementation Dates:

Duration: 8:30 A.M. - 12:30 P.M.

Consultants: None

Location: University of Southern Mississippi

Module Format:

1.0 What is motor development for the handicapped?

1.1 Film: "Every Child a Winner"

1.11 Emphasis on non-handicapped child

1.12 Determination of motor skills

1.13 Utilization of equipment

1.2 Harrow's Taxonomy Psycomotor Domain

1.3 Relevance for the handicapped.

1.31 Physical and health impaired

1.32 Educationally handicapped

1.33 Vocational education implications

2.0 PL 94-142 and physical education implications.

2.1 Definition of special education.

2.11 Classroom instruction

2.12 Instruction in physical education

2.13 Home instruction

2.14 Instruction in institutions/hospitals

2.2 Definition of physical education.

2.21 Physical and motor skills

2.22 Fundamental Movement Patterns

2.23 Skills in aquatics, dance, individual and group games and sports (including intramurals and lifetime sports).

2.24 Includes special physical education, adapted physical education, and motor development.

2.3 Qualified Personnel

2.31 Definition Discussion

2.32 Mississippi State regulations

1.0 What is motor development for the handicapped?

1.1 Film: "Every Child a Winner"

1.11 Emphasis on non-handicapped child

1.12 Determination of motor skills

1.13 Utilization of equipment

1.2 Harrow's Taxonomy Psycomotor Domain

1.3 Relevance for the handicapped.

1.31 Physical and health impaired

1.32 Educationally handicapped

1.33 Vocational education implications

2.0 PL 94-142 and physical education implications.

2.1 Definition of special education.

2.11 Classroom instruction

2.12 Instruction in physical education

2.13 Home instruction

2.14 Instruction in institutions/hospitals

2.2 Definition of physical education.

2.21 Physical and motor skills

2.22 Fundamental Movement Patterns

2.23 Skills in aquatics, dance, individual and group games and sports (including intramurals and lifetime sports).

2.24 Includes special physical education, adapted physical education, and motor development.

2.3 Qualified Personnel

2.31 Definition Discussion

2.32 Mississippi State regulations

3.0 USM Motor Development Inservice Training Project

3.1 Scope and purpose of project

3.11 Overview of participant requirements

3.12 Overview of administrators requirements

3.2 Training Cycle

3.21 Length of training cycle

3.22 Training sessions

3.23 Follow-up services

3.24 Inservice training strategies

3.3 Video tapes of demonstration and cooperative centers

3.31 Emphasizing level and types of handicap

3.32 Geographic location of schools

3.33 Equipment vs lack of equipment

4.0 Enrollment of Prospective Participants

4.1 Submission of names and biographic data and demographic information.

4.2 Release form - understanding and commitment

4.3 Participant orientation session

5.0 Final discussion and questions.

ORIENTATION

Overview

The purpose of the orientation session is twofold. (1) Each participant is made fully aware of the project's responsibilities and also their responsibilities in relation to their participation in the project. That is, each participant is told the extent of their time commitment, program development and implementation responsibilities; and also their responsibilities for their continuation. (2) The orientation session serves to introduce the participant to the concept of motor development and dysfunction and to the philosophy of how best a motor development program can serve the handicapped.

Goal

To ensure that each participant, upon completion of the session, is fully aware of the project's responsibilities and their responsibilities, as well.

Objectives

(1) To thoroughly familiarize each participant with the scope and purpose of the USM Motor Development Inservice Training Project.

(2) To ensure that each participant thoroughly comprehends his/her responsibilities as a participant in the project.

(3) To introduce the participant to the educational and philosophical approach to motor development as presented by the project.

(4) To introduce the participant to the psychomotor domain in relation to the implications for exceptional children.

(5) To determine motor needs of participants' students.

(6) To establish a foundation for participation in Training Session II, Motor Fitness

Orientation Inservice Training Module

Implementation Dates:

Duration: 8:30 A.M. - 12:30 P.M. & 1:30 P.M. - 5:00 P.M.

Consultants: None

Location: University of Southern Mississippi
Jones Elementary School, Hattiesburg, MS
Woodley Elementary School, Hattiesburg, MS

Module Format:

1.0 Scope and Purpose of the Project

1.1 Scope of Project

1.11 Film - Every Child a Winner

1.111 Motor Development Role and Purpose
1.112 Equipment Utilization
1.113 Personnel Conducting Program
1.114 Parental Involvement
1.115 Discussion

1.12 Objectives of the Inservice Training Project

1.121 Development of minimal competencies
1.122 Remediation of motor dysfunction
1.123 Maintenance of Resource Center
1.124 Development of curriculum and materials
1.125 Develop and maintain Demonstration Centers for instruction and demonstrations

1.13 Program Requirements

1.131 Attendance at all scheduled workshops
1.132 Implementation of a motor development program
1.133 Daily Lesson Plans
1.134 Written summary of the inservice training program (final requirement)

1.2 Purpose of the Project

1.21 Demonstration Site Visitation

1.211 Handicapped area including TMR, EMR, pre-school, and LD

1.212 Participants and students involved in the scheduled motor program
1.213 Convergence of purpose and discussion

1.3 Educational and Philosophical Approach to Motor Development

1.31 Educational Approach

1.311 Competency-Based Model

1.3111 Systems Approach
1.3112 Task Completion vs. Task Analysis
1.3113 Basic Tenets
1.3114 Conceptual Presentation

1.32 Philosophical Position

1.321 Motor Development for the Handicapped

1.3211 Motor Learning
1.3212 Teaching by Objectives
1.3213 Psychomotor Domain (Harrow's Taxonomy)

1.32131 Reflex Movements
1.32132 Physical Abilities
1.32133 Perceptual-Motor Abilities
1.32134 Fundamental Movement Patterns
1.32135 Skilled Movements
1.32136 Non-Discussive Communication

1.33 Discussions

1.4 Resource Center Visitation and Exploration

1.41 Materials

1.411 Adapted Physical Education Section
1.412 Elementary Physical Education Section
1.413 Test and Assessment Section
1.414 Pre-School Section
1.415 Equipment Section
1.416 Perceptual-Motor Development Section
1.417 Movement Education Section
1.418 Mainstreaming and PL 94-142 Section
1.419 Activities for Multi-Handicapped Section

1.5 Final Discussions and Comments

1.51 Evaluation

1.52 Reimbursements

1.53 Assignments

1.531 Readings

1.5311 Testing for Impaired, Disabled and Handicapped Individuals, AAHPER

1.5312 Movement Experiences for the Mentally Retarded or Emotionally Disturbed Child, Moran

1.5313 Review individual Fitness Manuals

1.532 Collect "junk" materials

1.533 Perceptual-Motor Checklist

1.5331 Informally observe class

1.5332 Note recurrent behavior

1.5333 Be prepared to discuss behavior

1.54 Follow-up Schedules

MOTOR FITNESS

Overview

Harrow's Taxonomy sequences physical abilities after perceptual motor skills and places fundamental skills developmentally after the evaluation of reflexive behavior. This taxonomy allows for the development of the "normal" child with all things being equal. However, its application to the development of the handicapped child must be modified. It was the assumption of the project that the handicapped population in the State of Mississippi have not experienced systematic skill development and, therefore, may require remediation or reemphasis of certain motor areas. For instructional purposes, the area of motor fitness was interchanged with functional movement, for it was hypothesized that children without a proper and qualitative fitness foundation would be unable or at least restricted in their development of more complex motor skills.

Goal

The purpose of the motor fitness training session was to prepare participants to develop and implement a quality motor fitness program in their classes. Participants were involved with administering various motor fitness components to themselves and to exceptional children. The scope of motor fitness was presented relative to practitioners in the field as compared to a scientific or medical approach. The results of the motor fitness competencies developed should have provided a basis for developing lesson plans, daily activities, and most of all, individualized educational programs. It is important for participants to understand the components of motor fitness, their relationship to motor functioning, and their effect upon the fitness level of exceptional

children.

Objectives

(1) The training session will demonstrate to the participants the role of motor fitness as a component of motor development.

(2) The training session will introduce participants to movement experiences relating to motor fitness activities and development.

(3) The participants will be able to identify the seven components of motor fitness as presented by the project.

(4) The training session will provide participants with experiences in actual fitness assessment of the handicapped.

(5) The participants will be able to discuss the requirements necessary for implementation of a motor fitness program.

(6) The training session will prepare the participants for participation in workshop III.

Motor Fitness Inservice Training Module

Implementation Dates:

Duration of Session: 8:30 A.M. - 12:30 P.M.; 1:30 P.M. - 5:00 P.M.

Consultants: None

Location: University of Southern Mississippi
Jones Elementary School, Hattiesburg, MS

Module Format:

1.0 Introduction to Motor Fitness for the Handicapped

1.1 Components of Motor Fitness

1.11 Cardio-vascular efficiency

1.12 Flexibility

1.13 Agility

1.14 Speed

1.15 Leg Strength

1.16 Arm Strength

1.17 Abdominal Strength

1.2 Slide Presentation of Components

1.21 Isolation and Group Discussion of Component

1.22 Individual identification of component

1.23 Re-discussion

1.3 Severely and Profoundly Handicapped

1.31 Trainex Training Filmstrip Series

1.311 Spasticity
1.312 Preventing Contractures

1.32 Motor Development for the Severely and Profoundly Handicapped by B. J. Cratty.

1.33 Awareness Stimulation

1.34 Basic Movements

1.35 Manipulative Activities

1.36 Gaining an Upright Position

1.37 Locomotion

1.38 Complex Bodily and Manual Transport Activities

1.4 Motor Fitness Assessments

1.41 Basic Motor Ability Test for Severely and Multi-handicapped (Project Active)

1.42 AAHPER Youth Fitness Test (AAHPER)

1.43 Special AAHPER Fitness Test (AAHPER)

1.44 Motor Fitness Testing Manual for the Moderately Mentally Retarded (Johnson, Londeree) (AAHPER)

1.5 Demonstration Site Visitations

1.51 Intraparticipant Assessments

1.52 Assessment of Students

1.6 Assessment and Component Discussion

1.7 Treadmill Stress Test

1.71 Clinical Orientation to Fitness

1.72 Comparison to Practical Orientation

1.8 Motor Fitness Activity Sessions

1.81 Remedial Activities

1.811 Low Vitality
1.812 Pathological Conditions
1.813 Therapeutic Exercise

1.82 Developmental Activities

1.821 Cardiovascular Activities
1.822 Strength Activities
1.823 Flexibility and Agility Activities

1.9 Introduction to Perceptual-Motor Development

1.91 Kephartian Philosophy

1.92 Piaget vs. Getman vs. Barcsh vs. Ayres

1.93 Components of Perceptual-Motor Development

1.10 Discussion and Conclusions

1.101 Evaluation

1.102 Reimbursement

1.103 Assignments

PERCEPTUAL-MOTOR

Overview

Once the individual has achieved a minimal level of motor fitness, developmentally he/she is motorically prepared to experience and learn more detailed and abstract skills. Component two of the USM Motor Development Inservice Training Project was concerned with perceptual-motor development. In recent years, much controversy has developed concerning the effectiveness of remedial perceptual-motor training with the handicapped, as well as with the non-handicapped child. It must be emphasized that the project does not consider perceptual-motor training as a "cure-all" for mysteriously handicapped individuals. The project contends that as a component of motor development, perceptual-motor training plays an integral role in a child's growth and development. The purpose of training in the perceptual-motor area is to develop and improve specific areas of perceptual-motor dysfunction. This training, concomitant with training in motor fitness, will establish a motor experiential base upon which further and more complex motor skills and patterns may be learned.

Goal

Inservice training tends to serve participants from a variety of professional and educational backgrounds and environments. It was assumed that some participants had experienced at least a theoretical degree of training in the perceptual-motor area. That is, participants may have already drawn conclusions concerning advocates and methods of perceptual-motor training. With this in mind, the project presented several theorists and their approaches to perceptual-motor training.

Objectives

(1) The training session will develop in teachers the ability to define perceptual-motor development by standards established by the project.

(2) The perceptual-motor module will develop in the participants the ability to discriminate between the various components of perceptual-motor development.

(3) The perceptual-motor module will develop in teachers the ability to implement a perceptual-motor program as described by the project.

(4) The training session will involve the participants in activities that promote perceptual-motor development.

(5) The participants at the completion of the module should be able to recommend an individual for further perceptual-motor evaluation.

Perceptual-Motor Inservice Training Module

Implementation Dates:

Duration: 9:00 A.M. - 12:00 P.M. & 1:00 P.M. - 4:45 P.M.

Consultants: Dr. James Ballinger, University of Missouri-Columbia
Ms. Gene Kidder, Meridian Public Schools
Dr. Hill Williams, Jackson State University

Location: University of Southern Mississippi

Module Format:

1.0 Introduction to Perceptual-Motor Development

1.1 Bridging the Gap between Perceptual-Motor and Motor Fitness (Consultant)

1.2 Multi-Directional Approach to Perceptual-Motor Development

1.21 Kephart
1.22 Barsch
1.23 Ayres
1.24 Getman
1.25 Piaget
1.26 Frostig
1.27 Cratty

1.3 Film - Preschool Perceptual-Motor Development, University of South Florida, Dr. Louis Bowers

2.0 Identification of Perceptual-Motor Components

2.1 Small Group Assignments & Demonstrations

2.2 Slide Presentation of Components

2.3 Component Identification and Competency Evaluation

- 2.31 Space/Time
- 2.32 Fine-Motor
- 2.33 Eye-Hand, Eye-Foot
- 2.34 Directionality/Laterality
- 2.35 Balance
- 2.36 Body Image
- 2.37 Figure-Ground/Auditory Discrimination

3.0 Small Group Discussion

3.1 Perceptual-Motor Components vs. Severity of Handicapped

3.2 Time Utilization and a Remedial Perceptual-Motor Program

3.3 Assessment in Perceptual-Motor

- 3.31 Standard Checklist
- 3.32 Purdue Perceptual-Motor Survey

4.0 Perceptual-Motor Remedial and Developmental Activities

4.1 Balance, Space/Time

4.2 Eye-Hand, Eye-Foot

4.3 Directionality/Laterality

5.0 Perceptual-Motor Program Development and Discussion

6.0 Final Comments

6.1 Evaluation

6.2 Reimbursements

6.3 Follow-Up Services

6.4 Assignments

6.41 Readings: Movement Experiences for the Mentally Retarded or Emotionally Disturbed Child (Moran and Kalakian)

6.42 Review all Workshop Materials

6.43 Complete Lesson Plans

6.44 Complete Model Program

FUNDAMENTAL MOVEMENT PATTERNS

Overview

As with other areas of motor development, the nomenclature used in the description of fundamental movement patterns is quite varied. From a Kepartian point of view, fundamental movement patterns are referred to as motor generalizations since they culminate or are generalized from specific motor skills. Moran (1977) refers to fundamental movement patterns as basic motor skills, while other authorities may utilize other terminologies. The key terms to remember, therefore, are patterns and/or generalizations since these terms connote the integration of skills.

Fundamental movement patterns are the combination, interaction, and integration of more than one motor skill or task with another. The project has presented motor fitness and perceptual-motor as components which established a basis for the learning of more complex motor skills. Fundamental movement patterns are complex motor skills and they are inherent in all play and specific movement activities.

Goal

Specific fundamental movement patterns include locomotor, non-locomotor, receipt and propulsion skills. Locomotor and non-locomotor refers to those patterns used when covering space and moving when no space is covered, respectively. Receipt and propulsion refer to the integration of patterns which involve the manipulation of objects. Fundamental movement patterns, therefore, will determine successful psychomotor and social participation in various games and activities common to the developmental years of children, especially

handicapped children.

Objectives

(1) The training session will explain the role of fundamental movement patterns as it relates to the overall framework of motor development.

(2) The training session will review the importance and need of motor fitness and perceptual-motor and demonstrate how they both relate to fundamental movement patterns.

(3) Participants will be able to identify the components of fundamental movement patterns.

(4) Participants will have experienced a short-form checklist for assessing fundamental movement patterns.

(5) The training session will involve participants in structured activities that demonstrate the vairous components and sub-components of fundamental movement patterns.

Fundamental Movement Patterns Inservice Training Module

Implementation Dates:

Duration: 8:30 A.M. - 12:30 P.M. & 1:30 P.M. - 5:00 P.M.

Consultants: Dr. Craig Buschner

Location: University of Southern Mississippi
Jones Elementary School, Hattiesburg, MS

Module Format:

1.0 Review Motor Fitness and Perceptual-Motor

1.1 Components

1.2 Assessments

1.3 Programs

2.0 Competency Examination

2.1 Multiple Choice Questions

2.2 Short Answer to Situations

2.3 Group Problem and Performance

3.0 Review and Discussion of Individual Case Histories

3.1 Identification of Motor Deficits

3.11 EMR - Cerebral Palsey

3.12 Trainable Mentally Retarded - Down's Syndrome

3.13 Learning Disabled - Perceptual Problem

3.2 Group Decision-making on Current Functioning Level

3.21 Interpretation of Given Assessment

3.22 Recommendations for further Assessments

3.3 Program Prescription

3.31 Summation of Current Functioning Level

3.32 Identification of long term objectives

3.33 Identification of short from objectives

4.0 Fundamental Movement Patterns

4.1 Assessment of Fundamental Movement Patterns

4.11 Kephart-Geofrey Short Form Checklist

4.12 Group Discussion

4.13 Group Administration

4.2 Components of Fundamental Movement Patterns

4.21 Locomotor Skills

4.22 Non-Locomotor Skills

4.23 Receipt Skills

4.24 Propulsion Skills

4.3 Slide Review on Isolated Fundamental Movement Components

4.31 Individual Component Presentation

4.32 Participant Identification Competency

4.33 Identification Check-up

5.0 Field Experience in Assessment of Fundamental Movement Patterns

5.1 Educable Mentally Retarded

5.2 Trainable Mentally Retarded

5.3 Learning Disabled

5.4 Pre-school Handicapped

6.0 Fundamental Movement Patterns Experiences

6.1 Locomotor Skills - Three Levels

6.2 Non-Locomotor Skills - Three Levels

6.3 Receipt and Propulsion Skills - Three Levels

7.0 Final Comments and Discussion

7.1 Evaluations

7.2 Reimbursement

7.3 Follow-Up Schedule

7.4 Assignments

7.41 Readings: Movement Experiences for the Mentally Retarded and Emotionally Disturbed Child (Moran)

7.411 Movement Education
7.412 Music, Rhythm, Dance
7.413 Swimming and Related Activities

7.42 Readings: Inexpensive Equipment For Games, Play, and Physical Activity (Corbin)

7.43 Sequence Fundamental Movement Patterns Program

7.44 Complete Lesson Plans

7.45 Develop a Case History on a Student (Maintain Confidentiality)

GAMES AND ACTIVITIES

Overview

The involvement of children, especially handicapped children, in structured and unstructured games and activities affords the child the opportunity to develop those competencies needed for success in the psychomotor, cognitive, and affective domains. Through games and activities, the child culminates skills learned previously into a semblance of movement, if properly developed, which will allow the child the opportunity to experience success and value with himself or herself and others.

The relevance, therefore, of extensive motor experiences in the area of fitness, perceptual-motor, and fundamental movement patterns becomes paramount in providing the child with extensive opportunities of achieving success and growth in his or her motor experiences. The philosophy of the inservice training project has focused and underscored the need for exceptional children to be provided with multidimensional experiences in their motor, cognitive, and affective learnings. Without a qualitative motor experiential foundation, successful experiences in structured and unstructured games and activities cannot be assumed.

Goal

The purpose of the Games and Activities Module is to provide those activities and games which culminate those motor skills, patterns, and generalizations which were presented to and implemented by those individuals who were enrolled in the USM Motor Development Inservice Training Project.

Objectives

At the completion of this module:

(1) The participant will be able to incorporate dance and rhythm units into his/her motor development program.

(2) The participant should be able to culminate fitness, perceptual-motor, and fundamental movement patterns into low organizational games.

(3) The participant should be cognizant of proper basic tumbling procedures and safety techniques.

(4) The participant will have had experienced the effect of teaching motor skills in the water.

(5) The participant should be able to adapt an activity using the New Games approach.

Games and Activities Inservice Training Module

Implementation Dates:

Duration: 8:30 A.M. - 12:30 P.M. & 1:30 P.M. - 5:00 P.M.

Consultants: Dr. Craig Buschner, Elem. P.E. Specialist (USM)
Dr. Bill Larson, Chairman, P.E. Dept. (USM)
Dr. Joe Cracraft, Adapted P.E. Specialist (USM)
Ms. Peggy Coster, Gymnastics Specialist (USM)
Mr. Nick Crutcher, Director, Miss. Special Olympics
Ms. Piji White, Recreation Therapist (USM)
Ms. Erlene Tisdale, Ellisville State School, Tumbling

Location: University of Southern Mississippi
Students from Jones Elementary and Sacred Heart Elementary were brought to USM.

Module Format:

1.0 Rationale for inclusion in a motor development program.

1.1 Basic Rhythm and Meter applied to movement.

1.11 Meter, measure, beat (four), tempo

1.12 Materials and Equipment

1.13 Quality of Movement

1.14 Manipulation of Objects

1.15 Children's Dances and Songs

1.16 Music Therapy

1.17 Methods for Teaching

1.18 Class Organization and Formation

1.2 Areas of Temporal Movement

1.21 Concepts

1.211 Perception

1.212 Integration and Expression

1.2121 Space
1.2122 Time
1.2123 Beat
1.2124 Force
1.2125 Action
1.2126 Why We Move

1.213 Imagery and Movement Exploration

1.2131 Daily Activity
1.2132 Work Imagery
1.2133 Environmental Imagery
1.2134 Feeling States
1.2135 Size, Shape, Dimension
1.2136 Sports and Games
1.2137 Animals and Insects
1.2138 Characterizations and Character Types
1.2139 Miscellaneous

1.214 Object Manipulation

1.2141 Wands
1.2142 Lummi Sticks
1.2143 Ropes
1.2144 Balls
1.2145 Hoops

1.3 Specific Dance Form

1.31 Simple Dance

1.311 Looby Loo, Did You Ever See A Lassie

1.312 Carpenter Album - Maybe Its You

1.313 Candy Man and Other Sweet Songs

1.3131 Imagery Routine
1.3132 Hoop Routine

1.32 Folk Dance

1.321 Mayim - Israel's

1.3211 Level IV - Perform as required.
1.3212 Level III - Ambulatory, slight adaptation required.
1.3213 Level II - Semi-ambulatory, moderate adaptation required.
1.3214 Level I - Non-ambulatory, extreme adaptation required.

1.33 Square Dance

1.331 Common Songs and Modified calls

1.3311 Jingle Bells, Level III, II, Ambulatory
1.3312 Jingle Bells, Level IV, Non-ambulatory

1.332 Commercial Square Dance Form

1.3321 Level IV, As required.
1.3322 Level III, Slight adaptation required.
1.3323 Level II, Specific calls, requires adaptation.

1.34 Popular Songs

1.341 Theme Music

1.3411 "Rocky" as choreographed by Pat Michaux
1.3412 "Rocky" (Gonna Fly Now) as choregraphed by Michael W. Churton

1.342 Current Dance "crazes"

1.3421 The Hustle - Individual Dance
1.3422 The Hustle - Group Dance

2.0 Low Organizational Games and Lead-Up Games

2.1 Games of Low Organization

2.11 Group Activity Structured

2.111 Fitness Activities

2.112 Perceptual-Motor Activities

2.113 Fundamental Movements

2.12 Individual and small groups

2.121 Specific process oriented games

2.122 School related activities

2.2 Activity-Related Lead-up Games for the Handicapped

2.21 Soccer-Hockey (Floor and Play)

2.211 Concept of Group Participation

2.2111 "Beat the Big Ball"

2.2112 Kick the Cage Ball (Crab Position)

2.2113 Teams

2.21131 Beat the Big Ball
2.21132 Soccer with Cage Ball
2.21133 Square 'em Off Soccer

2.212 Skills Involved

2.2121 Dribble, Small taps, Control
2.2122 Trap, Controlling the Ball
2.2123 Pass, Controlled Passing
2.2124 Kick
2.2125 Block, To Stop, No Control

2.213 Hints for Implementation

2.2131 Colored Shirts, Arrows, Markers, Goals
2.2132 Start with Big Ball, then adapt
2.2133 Personal Space
2.2134 Start Individualizing
2.2135 Hockey - Start with a foam packed puck, then a ball.
2.2136 Avoid Line Formation

2.22 Softball - Punch Ball - Kick Ball

EVALUATION AND PROGRAM DEVELOPMENT

Overview

Because of the emphasis and detail placed on the Discrepancy Evaluation Model, the project is quite concerned with evaluation and the information which is provided from comprehensive evaluative techniques. The evaluation plan which details evaluation concerns and questions of the project delineates evaluation into four processes which include:

(1) Individual evaluation conducted following the completion of each training session.

(2) Comprehensive evaluation questionnaire completed during the final training session. The focus of the questionnaire is upon specific project components and activities that include:

(2.1) Training Sessions

(2.2) Methods

(2.3) Materials

(2.4) Organization and Administration

(2.5) Consultants and Presentors

(2.6) Resource Center

(2.7) Follow-up Services

(3) Each participant is required to submit a narrative, verbalizing his or her likes and dislikes in reference to their involvement in the project. The narrative includes recommendations and considerations for future project activities, methods, and participants.

(4) Small group discussions concerning various aspects of the project are also conducted during the final training session. A statement is prepared and presented to each small group. The group is then

asked to respond to the statement and record their responses. An audio cassette recording is made of each group presentation and subsequent discussions.

Information from all evaluation processes are studied and reviewed. Many comments and recommendations are conflicting and administratively improbable to implement. However, those comments that are practical and change-oriented are implemented in succeeding years of the project.

Program development focuses upon planning summer month activities so as to ensure program development and implementation in the Fall. It must be restated that the purpose of the inservice training program was not to develop programs, but rather to develop competencies in participants. Program development consisted of:

(1) Materials' collection and construction

(2) Curriculum development

(3) IEP development

(4) Assessment selection and preparation

(5) Community involvement

Goal:

To thoroughly evaluate each participant in his/her attitudes and knowledge of project activities and components. Also, to facilitate future program implementation through identification of program components.

Objectives:

(1) To evaluate each project participant.

(2) To allow each project participant to provide input in program development.

(3) To develop an IEP that includes physical education, if needed.

(4) To plan a summer program development schedule.

Project Evaluation and Program Development Module

Implementation Dates:

Duration of Session: 8:30 A.M. - 12:30 P.M.

12:30 P.M. - 2:00 P.M. (Luncheon and awarding of CEU Certificates and Credit Certificates)

Location: University of Southern Mississippi

Consultants: None

Module Format:

1.0 Comprehensive Evaluation Questionnaire

2.0 Small Group Discussions

- 2.1 Statement Discussions
- 2.2 Participant Discussion and Interaction

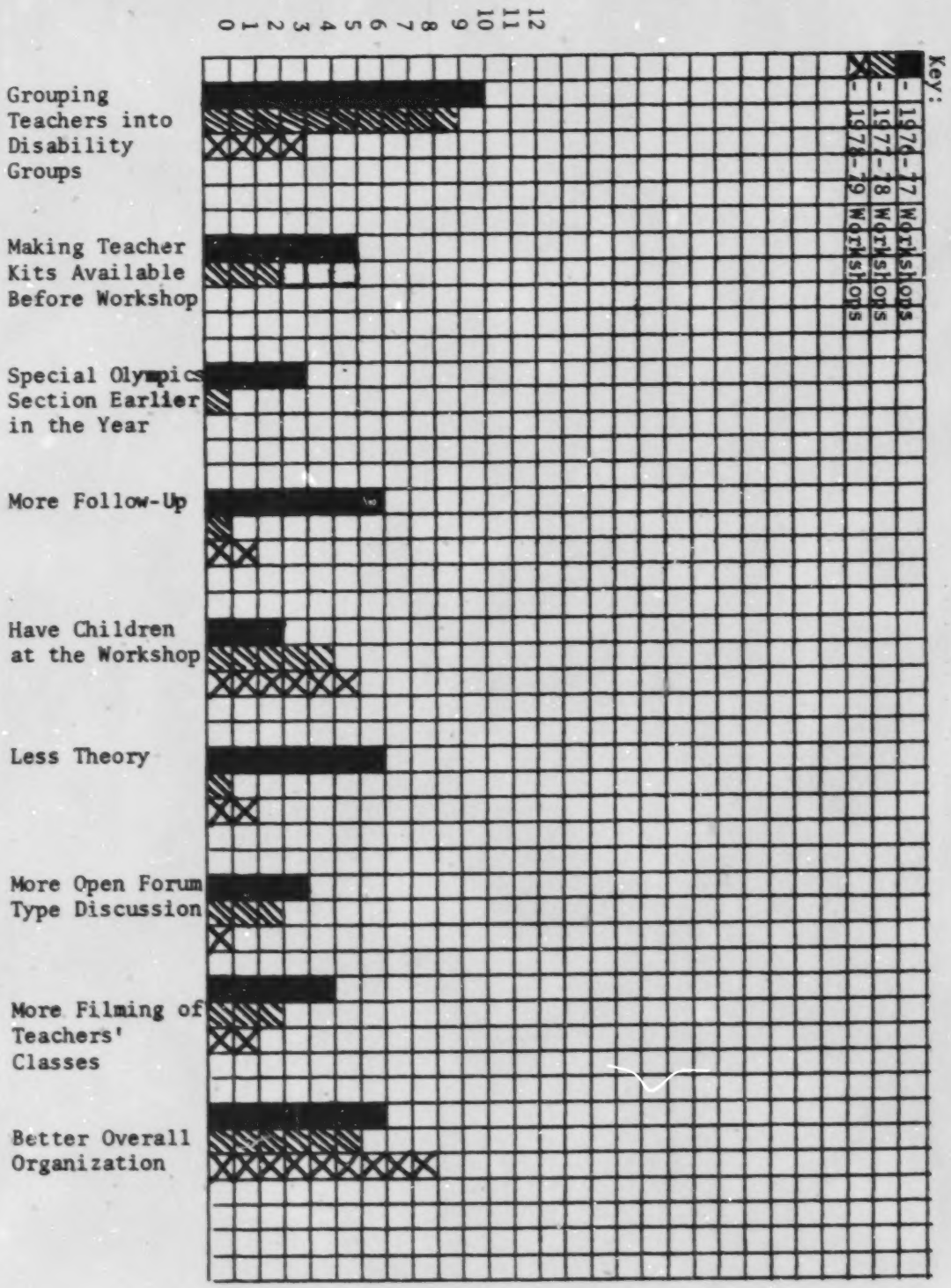
3.0 Program Development

- 3.1 Case Study Discussions
- 3.2 IEP Construction
- 3.3 Summer month programming

4.0 Luncheon and Certificates

Note: Evaluation results are presented for the years 1976-79, where appropriate, in table form at the end of this section.

TABLE 1. WRITTEN RECOMMENDATIONS


Number of Recommendations
(Excerpted from Teacher Summaries)
0 1 2 3 4 5 6 7 8 9 10 11 12
Key:
- 1976-77 Workshops
- 1977-78 Workshops
- 1978-79 Workshops
Grouping Teachers into Disability Groups
Making Teacher Kits Available Before Workshop
Special Olympics Section Earlier in the Year
More Follow-Up
Have Children at the Workshop
Less Theory
More Open Forum Type Discussion
More Filming of Teachers' Classes
Better Overall Organization

64

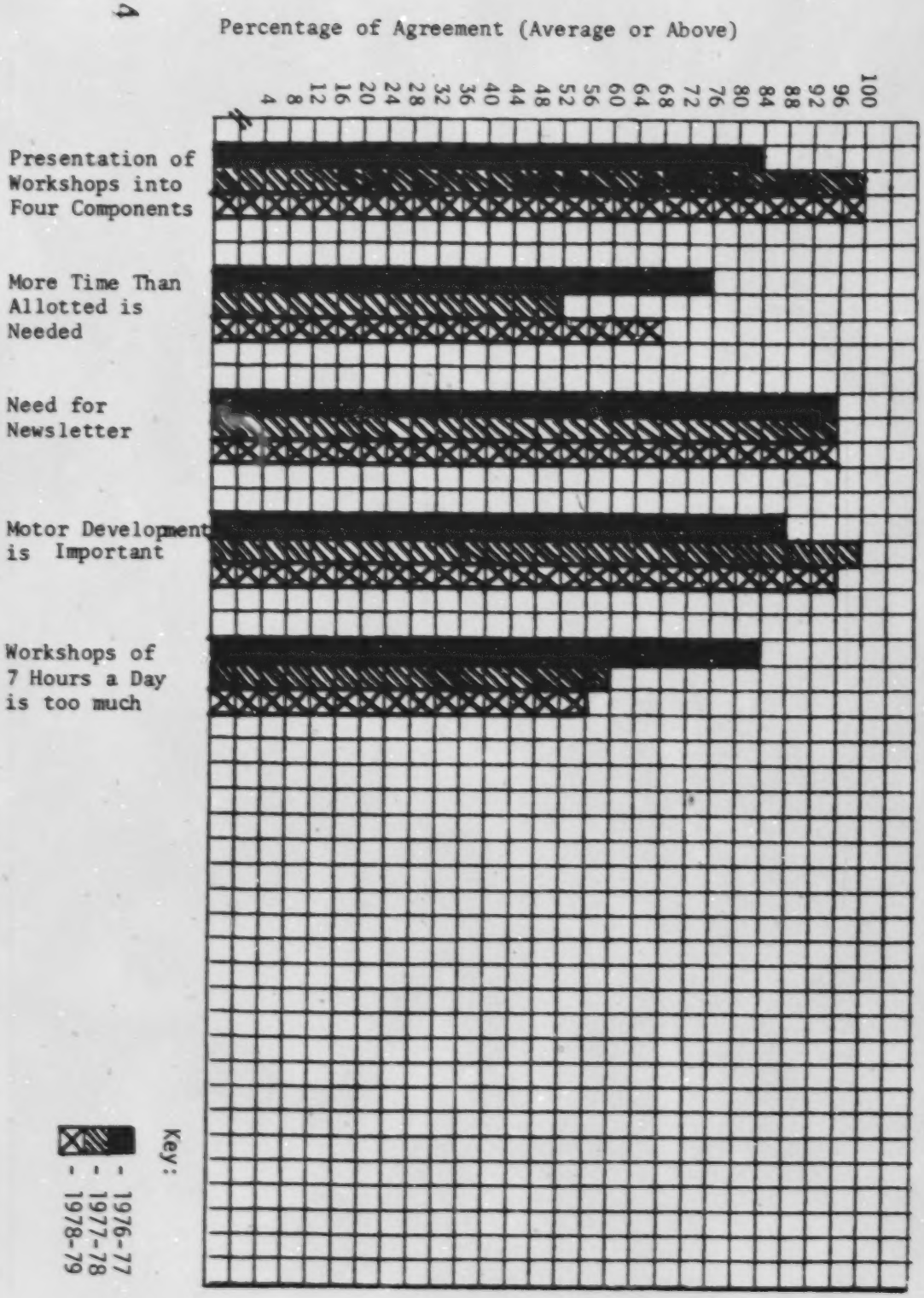

Percentage of Agreement (Average or Above)
4 8 12 16 20 24 28 32 36 40 44 48 52 56 60 64 68 72 76 80 84 88 92 96 100
Presentation of Workshops into Four Components
More Time Than Allotted is Needed
Need for Newsletter
Motor Development is Important
Workshops of 7 Hours a Day is too much
Key:
- 1976-77
- 1977-78
- 1978-79

TABLE 2. OVERALL WORKSHOP EVALUATION

65

TABLE 3. WORKSHOP I - ORIENTATION

TABLE 4. EVALUATION OF MOTOR FITNESS WORKSHOP

TABLE 5. EVALUATION OF LECTURERS

TABLE 6. EVALUATION OF PERCEPTUAL MOTOR WORKSHOP

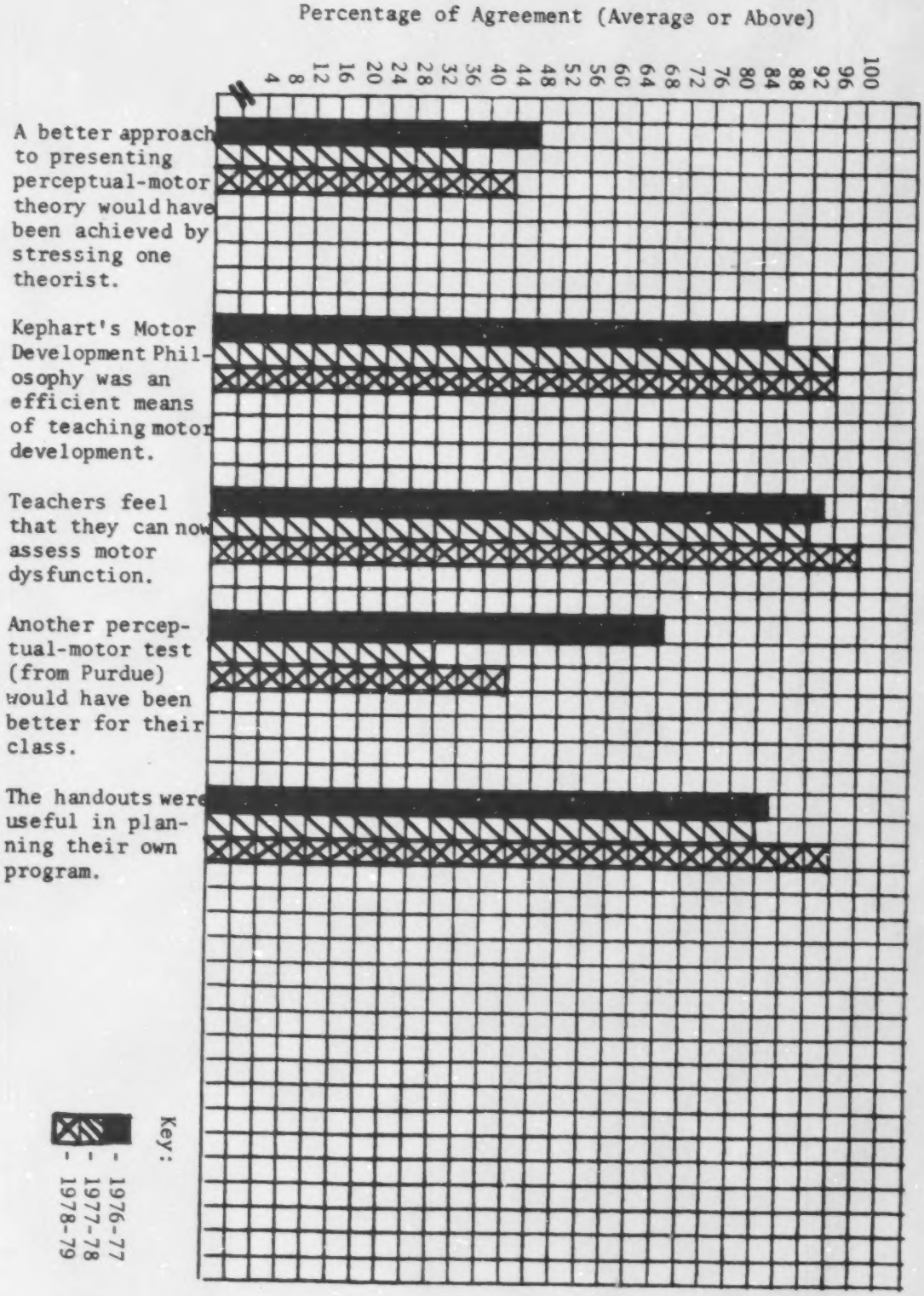


TABLE 7. EVALUATION OF RESOURCE CENTER

TABLE 8. EVALUATION OF MOVEMENT PATTERNS WORKSHOP

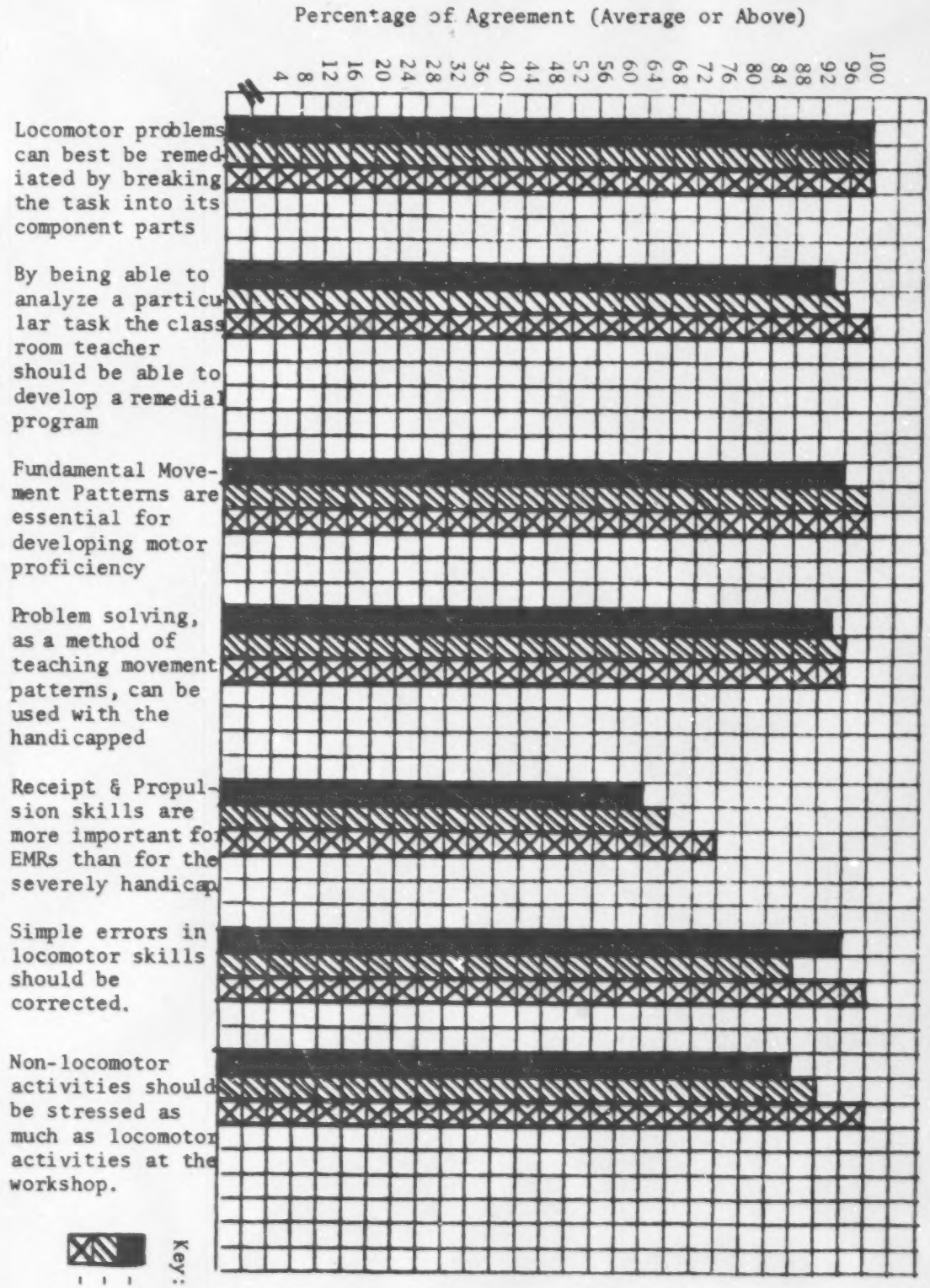
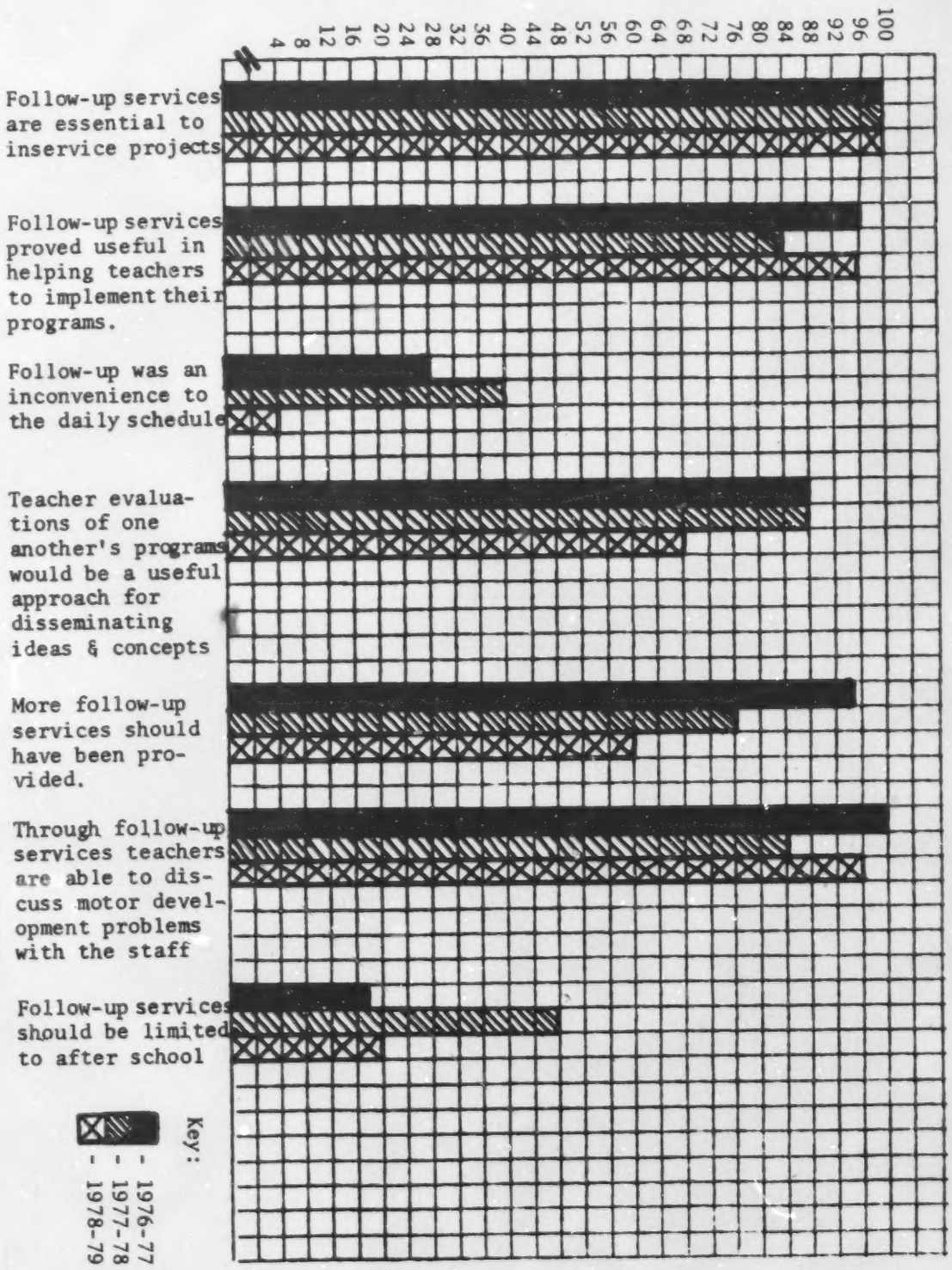


TABLE 9. EVALUATION OF GAMES AND ACTIVITIES WORKSHOP

TABLE 10. EVALUATION OF FOLLOW-UP SERVICES



APPENDIX A

BOOKS

1. The Best of Challenge. Volume II. American Association for Health, Physical Education, and Recreation.

2. Integrating Persons With Handicapping Conditions Into Regular Physical Education and Recreation Programs. Information and Research Utilization Center in Physical Education and Recreation for the Handicapped.

3. A Practical Guide for Teaching the Mentally Retarded to Swim. Council for National Cooperation in Aquatics and American Alliance for Health, Physical Education, and Recreation.

4. A Swimming Program for the Handicapped. Edited by Grace Reynolds, 1973.

5. Developmental Physical Education: Low Motor Ability. Developed by Project ACTIVE.

6. Swimming for the Handicapped: Instructors' Manual. The American National Red Cross, 1960.

7. Developmental and Adapted Physical Education: A Competency Based Teacher Training Manual. Developed by Project ACTIVE, 1975.

8. A Motor Perceptual Developmental Handbook of Activities for Schools, Parents and Pre-School Programs. By Frank A. Belgau.

9. Body Management Activities: A Guide to Perceptual-Motor Training. By Mourouzis, etc.

10. Physical Activities for the Mentally Retarded: Ideas For Instruction. By AAHPER, 1968.

11. The Clumsy Child: A Program of Motor Therapy. By Daniel D. Arnheim and William A. Sinclair, 1975.

12. Perceptual-Motor Learning: Theory and Practice. By Harold A. Lerch, John E. Becker, Bonnie M. Ward, and Judith A. Nelson, 1974.

13. Recreation and Physical Activity for the Mentally Retarded. Prepared by Council for Exceptional Children and American Association for Health, Physical Education and Recreation, 1966.

14. Physical Activities for Individuals With Handicapping Conditions. By Dolores Geddes, 1974.

15. Physical Education and Recreation for the Visually Handicapped. By Charles E. Buell, 1973.

16. Developmental Sequences of Perceptual-Motor Tasks: Movement Activities for Neurologically Handicapped and Retarded Children and Youth. By Bryant J. Cratty, 1967.

17. Recreation for the Mentally Retarded: A Handbook for Ward Personnel. Developed by the Southern Regional Education Board, 1964.

18. Training Needs and Strategies in Camping for the Handicapped. Edited by John Nesbitt, Curtis Hansen, Barbara Bates, and Larry Neal, 1972.

19. Becoming Physically Educated in the Elementary School. By Charles B. Corbin, 1971.

20. Motor Development in Early Childhood: A Guide for Movement Education With Ages 2 to 6. By Betty M. Flinchum, 1975.

21. Perceptual-Motor Behavior and Educational Processes. By Bryant J. Cratty, 1969.

22. Movement Education: Theory and Practice. By Frostig.

23. Motor Activity and the Education of Retardates (2nd Ed.). By Bryant J. Cratty, 1974.

24. Percertual-Motor Efficiency in Children. By Bryant J. Cratty.

25. Physical Education for the Mentally Retarded. By John N. Drowatzky, 1971.

26. Special Physical Education: Adapted, Corrective, Developmental (3rd Ed.). By Hollis F. Fait, 1971.

27. Dynamic Movement Experiences for Elementary School Children. By Means and Applequist.

28. Perceptual and Motor Development in Infants and Children. By Bryant J. Cratty.

29. Active Learning: Games to Enhance Academic Abilities. By Bryant J. Cratty.

30. Movement Patterns and Motor Education. By Godfrey and Kephart.

31. Movement Experiences for Children: A Humanistic Approach to Elementary School Physical Education. By Schurr.

32. Motor Ability Resource Tasks and Activities. Developed by: Project ACTIVE.

33. I CAN PROJECT, Sequential Lesson Handbook.

34. A Planning Guide - The Preschool Curriculum--The Child, The Process, The Day. Developed by: Chapel Hill Training-Outreach Project.

35. A Model for Resource Services to the Young Handicapped Child in a Public School Setting. Prepared by Donald B. Bailey, Toby L. Klein, and Anne R. Sanford. Chapel Hill Training Outreach Project, 1974.

36. Learning Accomplishment Profile. Chapel Hill Training Outreach Project. Prepared by Anne R. Sanford.

37. A Manual for Use of the Learning Accomplishment Profile. Chapel Hill Training-Outreach Project. Anne R. Sanford, Editor.

38. Learning Accomplishment Profile for Infants. Chapel Hill Training-Outreach Project. Prepared by Patricia M. Griffin and Anne R. Sanford, 1975.

39. Physical Education for the Handicapped. By Ruth H. Wheeler and Agnes M. Hooley, 1969.

40. Fundamental Motor Patterns. By Ralph L. Wickstrom, 1970.

41. Lesson Plans for Dynamic Physical Education for Elementary School Children. By Robert P. Pangrazi and Victor P. Dauer, 1975.

42. Essential Movement Experiences for Preschool and Primary Children. By Victor P. Dauer, 1972.

43. Dynamic Physical Education for Elementary School Children. 5th Edition. By Victor P. Dauer and Robert P. Pangrazi, 1975.

44. Adapted Physical Education. 3rd Edition. By Arthur S. Daniels and Evelyn A. Davies, 1975.

45. Play With A Purpose: Elementary School Physical Education. 2nd Edition. By Marian H. Anderson, Margaret E. Elliot, and Jeanne LaBerge, 1972.

46. Experiences in Movement: Physical Education for the Elementary School Child. 3rd Edition. By Hollis F. Fait, 1976.

47. Teaching Physical Education in Elementary Schools. 5th Ed. By Maryhelen Vannier, Mildred Foster, and David L. Gallahue, 1973.

48. Developing Motor Behavior in Children: A Balanced Approach to Elementary Physical Education. By Daniel D. Arnheim and Robert A. Pestolesi, 1973.

49. Fundamental Movement and Sport Skill Development for the Elementary and Middle Schools. By Anthony A. Annarino.

50. Physical Education in the Elementary School. By Carl Arra, 1970.

51. Physical Education Activities for the Uncoordinated Student. By Susan J. Grosse and Monica C. Becherer, 1975.

52. Physical Education: Teaching Human Movement in the Elementary School. By Arthur C. Miller, John T. F. Cheffers, and Virginia Whitcomb, 1974.

53. Physical Education: Programmed Activities for Grades K-6. (Card Index). Educational Research Council of America.

54. Inexpensive Equipment for Games, Play, and Physical Activity. By Charles Corbin, 1972.

55. Introduction to Movement Education: An Individualized Approach to Teaching Physical Education. By Glenn Kirchner, Jean Cunningham, and Eileen Warrell, 1970.

56. Physical Education for Elementary School Children. 3rd Ed. By Glenn Kirchner, 1974.

57. Basic Movement Education for Children: Rationale and Teaching Units. By Bonnie C. Guilliom, 1970.

58. Physical Education and Recreation for Individuals with Multiple Handicapping Conditions. Prepared by Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, 1974.

59. Annotated Research Bibliography in Physical Education, Recreation, and Psychomotor Function of Mentally Retarded Persons. Prepared by Information and Research Utilization Center in Physical Education for the Handicapped, 1975.

60. Elementary Physical Education Activities. Prepared by Alabama State Department of Education.

61. Have You Tried This? A Physical Education Resource Guide. Prepared by the Alabama State Department of Education, 1974.

62. Discrepancy Evaluation: A Practitioner's Guide. By Diane Yavorsky through the Evaluation Research Center.

63. Four Strategies for Collecting Information. A monograph by F. Morra. Evaluation Research Center.

64. Constructing the Simple Questionnaire. By Frank Morra, Jr. Evaluation Research Center.

65. Reliability of the Questionnaire. By Frank Morra, Jr. Evaluation Research Center.

66. Validity of the Questionnaire. By Frank Morra, Jr. Evaluation Research Center.

67. A Survey of Instruments Which May be Used in the Assessment of Teachers. By Frank Morra, Jr. Evaluation Research Center.

68. A List of Instruments Currently Available for Evaluating the Abilities of the Physically Handicapped Child. By Linda G. Geldman. Evaluation Research Center.

69. Testing for Impaired, Disabled and Handicapped Individuals. By American Alliance for Health, Physical Education and Recreation.

70. Motor Fitness Testing Manual for the Moderately Mentally Retarded. By Leon Johnson and Ben Londeree, 1976. American Alliance for Health, Physical Education and Rec.

71. Materials on Creative Arts (Arts, Crafts, Dance, Drama and Music) For Persons With Handicapping Conditions (IRUC) Sponsored by American Association for Health, Physical Education, and Recreation.

72. Physical Education and Recreation for Impaired, Disabled and Handicapped Individuals...Past, Present, and Future. By American Alliance for Health, Physical Education and Recreation.

73. An Analysis of P. L. 94-142. National Association of State Directors of Special Education, Inc.

74. First National Conference, Physical Activity

75. Second National Conference, Physical Activity

76. Third National Conference, Physical Activity

77. Fourth National Conference, Physical Activity

78. Health Education - Nutrition K-6. Instructional Objectives Exchange.

79. Hearing Impaired Children in the Mainstream. By Jack W. Birch.

80. Mainstreaming: Origins and Implications. Minnesota Department of Education: Volume 2:2.

81. The Slow Learner in the Classroom. By Newell C. Kephart.

82. Motoric Aids to Perceptual Training. By Clara M. Chaney and N. C. Kephart.

83. Daily Sensorimotor Training Activities: A Handbook for Teachers and Parents of Pre-School Children. By Braley, Konicki, Leedy.

84. Developmental and Adapted Physical Education: Postural Abnormalities. Developed by Project ACTIVE.

85. Developmental and Adapted Physical Education: Breathing Problems. Developed by Project ACTIVE.

86. Developmental and Adapted Physical Education: Nutritional Deficiencies. Developed by Project ACTIVE.

87. Developmental and Adapted Physical Education: Low Physical Vitality. Project ACTIVE.

88. (2) Complete Sets: I CAN Program Materials for 4 Skill Areas. Developed by Project I CAN.

89. Movement is For Little People. Ellen Blank, Box 17172, St. Paul, Minnesota 55117

90. Motor Development in Early Childhood: A Guide For Movement Education With Ages 2-6. The C.V. Mosby Co.

91. The Teaching Research Motor-Development Scale: For Moderately and Severely Retarded Children. Fredericks, et.al. Charles C. Thomas Publishers.

92. Me and I'm Great: Physical Education For Young Children. Susan Black. Burgess Publishing Co.

93. Inexpensive P.E. Equipment For Children. Werner and Simmons. Burgess Publishing Co.

94. Teaching the Three R's Through Movement Experiences. Anne Gilbert. Burgess Publishing Co.

95. Physical Education, Recreation, and Related Programs for Autistic and Emotionally Disturbed Children. AAHPER Publications.

96. The Motor Domain and Its Correlates in Educationally Handicapped Children. Rarick, Broadhead, and Dobbins. Prentice-Hall, Inc.

97. Early Intervention for Handicapped Children Through Programs of Physical Education and Recreation. AAHPER Publications.

98. Best of Challenge, Vol. III. AAHPER Publications.

99. Conference Proceedings: Detroit Conference TAASP.

100. Educational Programming for the Severely/Profoundly Handicapped (Special Publication)- CEC-MR Division

101. ISTE Report III - The Literature on Inservice Teacher Education: An Analytic Review. Nicholson; Joyce; Parker & Waterman. National Dissemination Center, Syracuse University.

102. An Annotated Bibliography on Inservice Education. Syracuse University, College of Education. National Dissemination Center.

103. Documenta II-Educators Together: Toward Inservice Education Poli[illegible] New York State Teacher Corps Network. National Dissemination Center.

104. A Collection of Dances for Children by Marie Vick & R. McL. Cox. Burgess Publishing Company. (Card File)

105. Perceptual-Motor Lesson Plans, Level-2 by Jack Capon. FRont Row Experience, 1977.

106. Perceptual-Motor Lesson Plans, Level-1 by Jack Capon. Front Row Experience, 1977.

107. Primitive Reflex Profile. Monographs in Developmental Pediatrics, Volume 1. University Park Press.

FILMS

Every Child A Winner (NEA Sound Studios)

To Serve A Purpose (University of Illinois at Urbana-Champaign)

Preschool Perceptual Motor Development (Univ. of South Florida)

VIDEO CASSETTES

Marc Gold: "Do We Really Know What It Takes To Do Something?"
Part I, Part II, Part III, Part IV

PHysical Education - Lever To Learning

RECORDS

Developing the Perceptual-Motor Abilities of Primary Level Children:
Listening and Moving (Dorothy B. Carr, Bryant J. Cratty)

LOOP FILMS

Basic Movement, 1 set (NCAA/AAHPER)

Movement Awareness, 1 set (NCAA/AAHPER)

Functional Fitness, 1 set (NCAA/AAHPER)

FILMSTRIPS

Teacher Training (Project ACTIVE)

Motor Ability (Project ACTIVE)

What is Diabetes? (Trainex Corporation)

Range of Motion Exercises to Prevent Contractures. (Trainex Corporation)

CASSETTES

Recreation and Stress (National Recreation & Parks Assoc.)

New Horizons in Sports and Play for the Handicapped (Nat. Rec. & Parks As.)

Emotional Factors in Youth Sports Programming (Nat. Rec. & Parks Assoc.)

Grantsmanship: Some Practical and Political Aspects (Nat. Rec. & Parks)

TESTS

Oseretsky Tests of Motor Proficiency

Psychoeducational Profile of Basic Learning Abilities:
Examiners Kit

Frostig Developmental Test of Visual Perception: Examiners Kit

Pictures & Patterns: The Frostig Program for the Development of Visual Perception: General Teachers Guide

Special Guides: Beginning
Intermediate
Advanced

Frostig Program for Individualized Training and Remediation in Visual Perception: General Geachers Guide

Frostig Movement Skills Test Battery: Manual

Recording Sheets
Standard Equipment Kit

AAHPER - Special Fitness Test Manual

Move Grow Learn Program: Frostig MGL Program

AAU Physical Fitness Program

Southern California Motor Accuracy Test

Southern California Perceptual Motor Tests